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ABSTRACT

During the fall of 1979 the University of Texas Department of Government requested that the credit-by-examination program for a basic survey of American government be examined. The course, Government 310L, was developed out of previous policies and earlier validity studies of the College-Level Examination Program (CLEP) tests. The present validity study examined the level of performance of 284 students on the combined CLEP test on political institutions; federal, state and local governments; and the University of Texas, Austin test on state politics and government. The tests were scored separately, then a total score was used in determining final course grades. The validity study analysis and adoption of a decision score for credit used the total scaled scores on the 20-80 scale of CLEP examinations, related to preliminary course grades. Analyses of total scores, expected total scores, performance, decision scores, operation of the placement system, and guidelines for credit indicated that little change in student performance had occurred. (CM)

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VALIDITY STUDY OF CLEP SUBJECT EXAMINATION IN AMERICAN GOVERNMENT FOR USE IN PLACEMENT AND CREDIT BY EXAMINATION, U.T. AUSTIN SPRING SEMESTER 1980

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PART I: REVIEW OF POLICIES

During the fall of 1969, the Department of Government developed an interest in the use of a standardized test for placement and credit by examination for Government 610, a two-semester survey course in American and Texas Government. The Measurement and Evaluation Center (MEC) was consulted; MEC staff members suggested that use of the College Board College-Level Examination Program (CLEP) Subject Examination in American Government be considered. Departmental faculty members read a test description, and the chairman of the Government 610 committee then examined an inspection copy. The faculty members decided that the CLEP test might be an appropriate "advanced standing" examination (as they were then called) for Government 610.

To evaluate the examination empirically for appropriateness and to obtain data for decisions about suitable scores to qualify students for credit, the MEC administered the CLEP examination to three sections of Government 610A (N=183) and four sections of Government 610B (N=216) as part of the final examinations in January, 1970. (See Special Report 70-1: Kelley, H.P. Relation of scores on the CLEP Subject Examination in American Government to course grades in Government 610A and 610B. Austin, Texas: Measurement and Evaluation Center, The University of Texas at Austin, 1970.) Instructors reported preliminary course grades for students before learning their CLEP test scores. To motivate the students to do their best, they were told that their course grades would be reviewed and, in the light of their scores, possibly raised.

Correlation coefficients between preliminary course grades and CLEP test scores were examined for each of the two groups of students (Government 610A and Government 610B), but MEC recommendations and the department's decisions were based primarily on relationships between preliminary course grades and CLEP scores in only one section in each half of the course because their instructors' grading patterns were less restricted in range than those of the

other participating instructors. It was thought that the data gathered from these two sections might be more representative of the department's grading patterns than data from all sections in each group.

Using as a guideline the American Council on Education recommendation that the minimum score for granting placement and credit by examination be set at (or above) the 25th percentile of those students who received a course grade of C or better, MEC recommended 44 as the lowest CLEP score that would enable a student to receive placement out of Government 610B with six hours of credit for both Government 610A and Government 610B; for placement out of Government 610A with three hours of credit for Government 610A only, MEC recommended a minimum CLEP score of 40. Each score corresponded to the required grade of C.

For grades of B and A, MEC recommended minimum CLEP scores of 48 and 52, respectively, for Government 610B; the corresponding minimum CLEP scores for Government 610A were 44 and 48.

While other (lower) minimum scores were presented in case faculty members wished to base their decisions on data from all sections of each course, the department accepted the first set of recommendations with minimum CLEP scores of 44 for six hours of credit for Government 610A and Government 610B with a grade of C and of 40 for three hours of credit in Government 610A with a grade of C.

During the summer and fall of 1970, the CLEP examination was administered by MEC to 4,381 students, 57% of whom earned six hours of credit by examination for Government 610A and Government 610B; an additional 17% earned three hours of credit for only one course. At that time, eligibility requirements permitted students enrolled in the course to take the examination, although the department stipulated that candidates should not have completed both Government 610A and Government 610B with either passing or failing grades. Most of the candidates were tested toward the end of the semester. Thus, it was not surprising that a high percentage of students (74%) earned credit for one or both parts of the course.

These students were asked to indicate the extent of their previous college-level study of American government. Of the 2,486 candidates who reported no prior course work, 49% earned six hours of credit and an additional 19% earned three hours of credit for one part of the course. Of the 1,880 who had previously studied government at the college level, 67% earned six hours of credit, while an additional 13% earned three hours of credit.

A comparison of results from the validity testing of the preceding January with analyses of percentages in the two semesters of administration indicated that the principle of self-selection was at work and that the better prepared students were electing to take the CLEP examination. However, faculty members reported that the percentage of students earning credit (74%) was higher than anticipated; instructors also reported that many students who placed out of part or all of Government 610 did not have adequate background for subsequent government courses. The department's 610 committee therefore asked for a review of the original set of decision scores.

After studying tables and graphs showing the placement effects of setting the credit intervals at various values between 40 and 60, MEC staff members recommended that the minimum scores for credit with a grade of C for Government 610A be raised to 45 and for Government 610B, to 50, with CLEP scores of 54 and 58 marking the intervals for B and A for six hours of credit in Government 610A and 610B, 50 and 54 for three hours of credit in Government 610A. These new score ranges were adopted and used during the calendar year 1971 but only for those students with no prior credit for Government 610A. For students with prior credit for Government 610A, higher minimum scores were established for credit eligibility for Government 610B: 55 (C), 58 (B), and 60 (A). (See SR-71-1: Kelley, H.P. Recommended revision in scores required for credit by examination on the basis of the CLEP Subject Examination in American Government: Preliminary report. Austin, Texas: Measurement and Evaluation Center, The University of Texas at Austin, 1971).

During the spring of 1971, another change took place in departmental policy when eligibility was defined to exclude students enrolled in Government 610A or Government 610P (or any of their equivalents) at the time of the test. Together with the new sets of decision scores, the changes

reduced the rate of success on the CLEP test from 74% to 60% in the spring of 1971 and 41% in the summer and fall of 1971.

Another group of significant policy changes took place in 1972. In the spring of 1972, the department reduced the number of credit hours that could be earned by examination from six to three; it also limited the courses for which credit could be earned to Government 610A or Government 310L, the latter a one-semester survey course in American and Texas government, which was the first course in a new sequence of American government courses (310L, 312L) offered by the department. Eligibility was narrowed to exclude students who had completed any lower division American government course with either passing or failing grades. Decision scores to be used were the same as the set used during 1971 as the basis for credit in Government 610A for students with no prior credit for Government 610A or Government 610B (or their equivalents). As a result of these changes, fewer students became candidates for credit by examination (a decline of 44% between the testing years of 1971-1972 and 1972-1973); the rate of success increased to 61% during the spring of 1972 and to 69% throughout the 1972-1973 testing year.

An additional change occurred in the summer of 1972, when 20 items on Texas goverment, prepared by a member of the Department of Government, were added to the 100 CLEP items. The addition of these 20 Texas goverment items was the direct result of the introduction of Government 310L and Government 312L as an alternate sequence to Government 610 as a means of fulfilling the legislative requirement for graduation from state-supported colleges and universities. The following points can be made about the change:

1. The legislative mandate stipulated that only three semester hours of the six required in American government could be taken by examination.

2. The mandate also required a knowledge of the Texas Constitution; the department interpreted this to mean a knowledge of Texas government.

3. As organized, both Government 610A and Government 610B included some emphasis on Texas government.

4. Therefore, a student taking three semester hours of credit by examination via the CLEP test on American Government was able to receive instruction in Texas government when he/she enrolled in the other half of Government 610.

5. When Government 310L and Government 312L became an alternate sequence leading to the phasing out of Government 610, only Government 310L included a section on Texas government, inasmuch as Government 312L offered the student a selection of various topics in American government.

6. Therefore, the student receiving credit by examination in Government 310L was unlikely to receive instruction in Texas government in 312L.

7. Hence, to satisfy the legislative requirement, 20 items on Texas government were added to the 100 items on the CLEP Subject Examination in American Government.

No changes were made in the decision scores at that time. Formula scores for the CLEP examination in American government and the U.T. Austin test in Texas government were added together; the total formula score was converted by the usual College Board formula to yield a combined score on the 20-80 scale of the College Board CLEP examinations.

(During May of 1972, four Government 610B instructors and 661 students in Government 610B participated in a norming study of a new form of the CLEP test at the request of Educational Testing Service; the Texas government items were not included. The mean score was 45.5 with a standard deviation of 7.8. The test was given as part of the students' final examination; they were encouraged to do their best by a promise that good scores would be used to improve but not diminish their course grades. The records indicate that no other local use of these scores was made by either the department or MEC.)

A partial reversal of departmental policy took place during 1973-1974 because faculty members said that they were unable satisfactorily to explain to students their rule of granting credit by examination for only the first three hours (Government 610A or Government 310L) of the six-hour sequence. Eligibility requirements during 1973-1974 included provisions (a) that the candidates not have completed both Government 610A and Government 610B (or both Government 310L and Government 312L) and (b) that they not then be enrolled in the course for which they were attempting to earn credit by examination. The decision scores for 1971 were re-instituted, providing as they did a higher set of scores for those with prior credit in either half of the two sequences. (With prior government credit: 55, 58, 60 for credit

by examination in 610A/310L or 610B/311L or 312L; with no prior credit 45, 50, 54 for credit by examination in 610A/310L). During that year, 1,822 students were examined, 56% of whom received credit; candidates with no prior credit had a higher success rate (63%) than students who had prior credit for another course (40%).

Because the department began to phase out Government 610 between 1973 and 1975, only three hours of credit by examination were offered and only for Government 310L, beginning in the summer of 1974. The set of decision scores previously used for Government 610A and Government 310L for students without prior credit were again adopted for use during 1974-1975; they remained the same from that testing year through 1979-1980. The requirements for eligibility were also stabilized; the department stipulated that the candidates not be enrolled in Government 310L and that they have neither passing nor failing grades for Government 310L or its equivalents.

During the five testing years 1974-1975 through 1978-1979, the success rate held fairly stable, as follows:

Testing Year (June-May)	Tested N	Earned Credit N	Earned Credit %
1974-1975	1,177	683	58%
1975-1976	761	458	60%
1976-1977	648	380	59%
1977-1978	643	360	56%
1978-1979	735	388	53%
1979-1980	74	58	78%

During the spring of 1979, the Department of Goverment decided to discontinue use of the CLEP test for credit by examination in Government 310L. MEC administered no CLEP tests for the department during the summer of 1979 (pre-summer or summer orientation sessions). When the department re-instated use of the test in the fall of 1979 and the spring of 1980, only 74 students were examined, 58 (78%) of whom earned credit by examination--evidently again a self-selected group of well-prepared candidates.

Part II: Validity Study of 1980

During the fall semester of 1979 the Department of Government requested that the MEC once again examine the credit-by-examination program for Government 310L. To achieve this goal, MEC--in conjunction with the department--conducted a validity study of the CLEP examination in American government and the U.T. Austin test in Texas government as a means of determining the level of performance on the two tests (combined) of students who had completed Government 310L satisfactorily.

Method

Subjects

Three instructors of Government 310L agreed to have their students participate in the testing program during the spring of 1980. As a result, 284 Government 310L students took the CLEP Subject Examination in American Government and the U.T. Austin test in Texas government during the final examination period.

Government 310L is a basic survey of American government, including political institutions, federal, state, and local governments. Special emphasis is given to the United States and Texas constitutions. Government 310L fulfills the first half of a legislative requirement for graduation from a state-supported college or university. Subsequent to taking Government 310L, students may fulfill the second half of the legislative requirement by taking Government 312L.

Materials

The CLEP Subject Examination in American Government is designed to measure competencies of students who have successfully completed a one-semester college-level introductory course (or its equivalent) in American government and politics. The CLEP test consists of 100 multiple-choice items of which approximately 30% concern institutions and policy processes (presidency, executive branch, and Congress), 15% cover the federal courts and civil liberties, 20% are devoted to political parties and pressure groups, 25% focus on political beliefs and behaviors, and the final 10% test the students on the constitutional underpinnings of American democracy.

In addition to the CLEP examination, the students also take a U.T. Austin test about Texas government, which covers the politics and government of the State of Texas. The Texas government test consists of 20 multiple-choice items, of which 40% of the test cover state government organization and powers, 10% focus on political parties and elections, another 10% concern social-economic environment, 20% deal with constitution and local government, and the final 20% are devoted to policies, including state finance. The reader is referred to Appendix A for a more detailed description of and sample questions from each test.

Procedure

The MEC administered the CLEP examination and the U.T. Austin test during the final examination period of the 1980 Spring semester (May 6-9) to students in four sections of Government 310L as the final examination in that course.

Prior to the examination, students were informed of the purpose of the CLEP examination and the U.T. Austin test in relation to the validity study. In addition, they were told that their combined score for the two tests would be used in the determination of their final course grades in Government 310L. This latter statement was intended to motivate the students to do as well as possible on the tests. The participating instructors determined and recorded a preliminary grade in the course for each student before the results of the combined tests were reported to them.

The CLEP and the U.T. Austin tests were formula-scored separately. The formula score for each test was obtained by subtracting ¼ point for each wrong answer from the total number of right answers. This method of formula-scoring is used to correct for guessing. The formula scores for the CLEP examination in American goverment and the U.T. Austin test in Texas government were added together to obtain a total formula score that was then reported to the instructors for use in determinination of final course grades.

For use in the analyses of the validity study and the adoption of a decision score for credit by examination in Government 310L, the total formula scores were then converted to scaled scores on the 20-80 scale of the

College Board CLEP examinations. In the remainder of the paper these converted scaled scores will be referred to as total scores.

Results and Discussion

Usable Total scores (total formula scores for the combined CLEP and U.T. Austin tests converted to a 20-80 scale) and preliminary course grades (F- through A+ on a 0-14 scale) were obtained for 284 students. The results of all analyses are reported for the total group of students (all four sections combined). No results are reported for the individual sections since the department was not interested in differences in performance of students in individual sections of Government 310L.

Table 1 presents the frequency distribution of the Total scores, descriptive statistics for that distribution, and the Expected Total Score for each of the 15 preliminary course grade groups (F- through A+) and for the total group of students.[1] The descriptive statistics for each letter grade group include the number of students in that group, the percentage of students in the group, the mean Total Score, and the standard deviation of the Total scores. These same descriptive statistics are also presented for the combined group of students. The mean Total Score for the entire group was 50, and the standard deviation was 9.

With the lowest possible Total Score of 20 and the highest of 80, the range of Total scores (29 to 75) seems to indicate that the combined tests are appropriate for the course both in providing an adequate difficulty level for students who have completed Government 310L or its equivalent and in providing a spread of scores sufficiently large for adequate placement of students on the basis of those scores.

In addition, the mean and standard deviation of the letter grades on the 0-14 scale and the coefficient of correlation between the Total scores and preliminary course grades computed for the total group of students are

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[1]Below its bottom row, Table 1 also shows the Expected Total scores for students with minimally satisfactory 0-14 grades of C- (6.0), B- (9.0), and A- (12.0) at the lowest possible level of each score interval: C- at 5.5, B- at 8.5, and A- at 11.5. These Expected Total scores were, respectively, 44.8 rounded to 45, 49.9 rounded to 50, and 55.0.

Table 1

Relationship between Total Scores and Preliminary Course Grades in Government 310L: Frequency Distributions, Descriptive Statistics, and Expected Total Scores Spring 1980

Total Scores*	Preliminary Grades (0-14) in Government 310L															Total
	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	
66-80										1	2	3	4			10
65										1		1				2
64											1	1	2	2		6
63										1	1	2	1	2		7
62		1							1	3	2	2	1			10
61								1				1	1			3
60										1	2	2	2			8
59										1	1	2	2			6
58										1		1	1	1		4
57							2	1		1	4	3	1	1		13
56								1	1	5	2					9
55							1	2	2	4	2	2	3	1		17
54							2	1			4	2	2			11
53									2	1	2	2	2			9
52						1		2	2	2	2	2	3	1		15
51		1		1				5	3	4	1		2			17
50							1		4	1	3		1			10
49				2	1		1	1	1	4	2	2				14
48			1					3			2					6
47		1			1			1	3	2		1	2			11
46							2	1	3	5	3	1				15
45						1			3	1	1		1			7
44					1	1		1	2	2	2					9
43					1			2	1	2		1	2			9
42							1	2	1		1					5
41					2		2	3		2		1				10
40							1		4		2					7
39						1	1	1	1		1					5
38					1		1		1	3	1					7
37				1				1	1	2						5
36		1						1		2						4
35						1	1		1							3
34										1						1
33									1	1						2
32	1	1					1	2								5
31		1														1
30																
20-29						1										1
Total	1	6	1	4	7	6	17	32	38	54	45	32	33	8	0	284
%	3 %			6 %			31 %			46 %			14 %			100%
Mean Score	32	43	48	47	43	41	45	47	47	50	53	57	56	60	--	50
Standard Deviation	0	11	0	6	4	7	8	7	6	8	7	8	7	4	--	9
Expected Score	35	37	39	41	42	44	46	47	49	51	52	54	56	57	59	

44.8(45) 49.9(50) 55.0(55)

Expected Score = (Prelim. Grade x 1.7029) + (35.4172)

Mean Grade	Standard Deviation
8.79	2.54

Correlation Coefficient

r = .49

*The Total Score was obtained by converting the sum of the formula-scored CLEP test and formula-scored Texas Government test to scaled scores that ranged from 20 to 80.

also reported in Table 1. The mean grade was 8.79; the standard deviation of the grades was 2.54. The coefficient of correlation of .49 is quite adequate. The use of the Total scores for placement is again justified by the fact that students who performed well in Government 310L tended to make higher Total scores than did students who performed poorly.

A prediction (or regression) equation was used to compute the expected Total scores from the actual preliminary course grades. That equation (to right of Table 1) enables one to estimate the mean Total Score that would be expected of students who were assigned each preliminary grade in the course.

Table 2 presents a condensed version of Table 1; it shows the frequency distributions of Total scores and the same type of descriptive statistics as were reported in Table 1, with the 15 grade groups collapsed into two categories, Unsatisfactory Performance (F- through D+) and Satisfactory Performance (C- through A+). In addition, Table 2 provides a column for presentation of the expected grade for each Total Score; the expected grades are obtained by use of another regression equation. That equation (to right of Table 2) enables one to estimate the mean preliminary course grade that would be expected of students who had received each given Total Score.

Arrows to the right of Table 2 denote the Expected Total Score for students with marginal grades of A, B, and C (lowest possible A-, B-, and C-), while arrows to the left of Table 2 denote the decision scores used for awarding credit by examination with letter grades of A, B, or C during the fall and spring semesters 1979-1980. It should be noted that the current decision score or credit in Government 310L with a letter grade of C (45) corresponds to the Expected Total Score for the lowest possible marginal grade of C- (44.8 or 45); the current decision score for credit with an A is 54, while the Expected Total Score for the student with the lowest possible marginal grade of A- is 55.0.

Tables 1 and 2 serve as worksheets for Table 3, which provides a better picture of the ramifications of selecting various decision score values for credit by examination in Government 310L. Table 3 presents eight potential decision scores (31, 32, 38, 39, and 45 through 48) together with figures showing the placement accuracy/inaccuracy for each score. This analysis demonstrates how students in both the satisfactory and unsatisfactory grade groups would

Table 2

Relationship betwe n Total Scores and Preliminary Course Grades in Government 310L: Combined Frequency Distributions and Expected Preliminary Course Grades
Spring 1980

	Total Scores*	Expected Grades	Preliminary Grades (0-14) Unsatisf. D-F	Satisf. A-C	Total	
	66-80	11.00-12.99		10	10	
	65	10.86		2	2	
	64	10.72		6	6	
	63	10.58		7	7	
	62	10.44	1	9	10	
	61	10.29		3	3	
	60	10.15		8	8	
	59	10.01		6	6	
	58	9.87		4	4	
	57	9.73		13	13	
	56	9.58		9	9	
	55	9.44		17	17	← Expected Score (55.0) for Marginal A- Student (11.5)
Current: A	54	9.30		11	11	
	53	9.16		9	9	
	52	9.02	1	14	15	
	51	8.88	2	13	15	
Current: B	50	8.73		10	10	← Expected Score (49.9) for Marginal B- Student (8.5)
	49	8.59	3	11	14	
	48	8.45	1	5	6	
	47	8.31	2	9	11	
	46	8.17		15	15	
Current: C	45	8.03	1	6	7	← Expected Score (44.8) for for Marginal C- Student (5.5)
	44	7.88	2	7	9	
	43	7.74	1	8	9	
	42	7.60		5	5	
	41	7.46	2	8	10	
	40	7.32		7	7	
	39	7.18	1	4	5	
	38	7.03	1	6	7	
	37	6.89	1	4	5	
	36	6.75	1	3	4	
	35	6.61	1	2	3	
	34	6.47		11	1	
	33	6.32		2	2	
	32	6.18	2	3	5	
	31	6.04	1		1	
	30	5.90				
	20-29	4.48-5.76	1		1	
	Total	--	25	259	284	Mean Grade: 8.79; Standard Deviation: 2.54
	%	--	9 %	91 %	100%	
	Mean Score	--	43	51	50	Correlation Coefficient: r = .49
	Standard Deviation	--	8	9	9	

Expected Grade = (Test Score × .1418) + (1.649)

*The Total Score was obtained by converting the sum of the formula-scored CLEP test and the formula-scored Texas Government test to scaled scores that ranged from 20 to 80.

have been placed by each of the possible decision scores. For example, if 48 had been the minimum Total Score to receive credit by examination, eight D-F students would have been incorrectly judged ready to take the next government course (i.e., placed too high) and the remaining 17 D-F students would have been correctly judged ready to take Government 310L (i.e., accurately placed); 169 students with grades of A-C would have been correctly judged ready to take the next course (i.e., accurately placed), and 90 A-C students would have been incorrectly judged ready to take Government 310L (i.e., placed too low). Table 3 also translates these numbers into percentages within the unsatisfactory and satisfactory performance groups in the middle two columns and then calculates in the right-hand column how many and what percentages of the total group would have been placed too high, how many and what percentages would have been placed too low, and how many and what percentage whould have been placed accurately.

The value of Table 3 is that it shows how accurately the placement system would have operated for this group of students at each potential decision score shown in the table. Table 3 makes it possible to take into account the relative seriousness of the two types of placement errors--placing students too high and placing students too low. There is a reciprocal relationship between the types of errors--in order to reduce the number of students placed too high, one necessarily must increase the number placed too low and decrease the number placed correctly.

Table 4 lists six guidelines that have been suggested by various authorities for use in selecting credit-by-examination decision scores. The score corresponding to each guideline can be determined by reference to Tables 1-3.

After careful consideration of Tables 1-4 and the previously used decision scores for credit by examination in Government 310L, the MEC staff concluded that little change in student performance had occurred over the years. Thus, the MEC staff recommended that the department retain the same minimum scores for credit with the letter grade of C (45) and B (50), but consider raising the minimum score for the letter grade of A one point--from 54 to 55. All three of these recommended decision scores corresponded to the expected Total Score of the student with each marginal letter grade (A-, B-, and C-), respectively, when calculated at the lowest possible level of the score interval. The department subsequently adopted the decision scores recommended by the MEC staff for credit by examination in Government 310L.

Table 3

Relationship Betweeen Total Scores and Preliminary Course Grades in Government 310L: Possible Decision Scores and Corresponding Accuracies of Placement Validity Study of Spring 1980 (N = 284)

	Cumulative Numbers of Students				Percent of Students in Each Placement Category				Overall Accuracy of Placement		
Total Score	Unsatisfactory D-F (N=25)		Satisfactory A-C (N=259)		Unsatisfactory D-F		Satisfactory A-C		Accuracy Category	No. of Students	% of Students
48 - up	Too High	8	169	OK	Too High	32 %	65 %	OK	Too High	8	3 %
									Correct	186	65 %
Below 48	OK	17	90	Too Low	OK	68 %	35 %	Too Low	Too Low	90	32 %
47 - up	Too High	10	178	OK	Too High	40 %	69 %	OK	Too High	10	4 %
									Correct	193	68 %
Below 47	OK	15	81	Too Low	OK	60 %	31 %	Too Low	Too Low	81	29 %
46 - up	Too High	10	193	OK	Too High	40 %	75 %	OK	Too High	10	4 %
									Correct	208	73 %
Below 46	OK	15	66	Too Low	OK	60 %	25 %	Too Low	Too Low	66	23 %
45 - up	Too High	11	199	OK	Too High	44 %	77 %	OK	Too High	11	4 %
									Correct	213	75 %
Below 45	OK	14	60	Too Low	OK	56 %	23 %	Too Low	Too Low	60	21 %
↓											
39 - up	Too High	17	238	OK	Too High	68 %	92 %	OK	Too High	17	6 %
									Correct	246	87 %
Below 39	OK	8	21	Too Low	OK	32 %	8 %	Too Low	Too Low	21	7 %
38 - up	Too High	18	244	OK	Too High	72 %	94 %	OK	Too High	18	6 %
									Correct	251	88 %
Below 38	OK	7	15	Too Low	OK	38 %	6 %	Too Low	Too Low	15	5 %
↓						%					
						%					
32 -up	Too High	23	259	OK	Too High	92 %	100 %	OK	Too High	23	8 %
									Correct	261	92 %
Below 32	OK	2	0	Too Low	OK	8 %	0 %	Too Low	Too Low	0	0 %
31 - up	Too High	24	259	OK	Too High	96 %	100 %	OK	Too High	24	8 %
									Correct	260	92 %
Below 31	OK	1	0	Too Low	OK	4 %	0 %	Too Low	Too Low	0	0 %

Table 4

Relationship Between Total Scores and Preliminary Course Grades in Government 310L: Scores Suggested by Six Guidelines for Selecting Decision Scores Validity Study of Spring 1980 (0-14 scale) (N = 284)

Guideline	Total Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of C-. [See Expected Score row at bottom of Table 1.]	46[a]
2. Score for which expected grade was just minimally satisfactory--i.e., C-. [See Expected Grade column in Table 2.]	31
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. [See % Too High and % Too Low values in middle columns of Table 3.]	48
4. Score for which overall percents of errors were most nearly equal. [See % Too High and % Too Low values in last column in Table 3.]	38
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. [See Table 2 for number of students in Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.]	39
6. Score that would have maximized overall accuracy of placement. [See number Correct in next-to-last-column of Table 3.]	32

[a]Expected Total Score for C- at 6.0. At lowest possible level of score interval (5.5), the Expected Total Score = 44.8 rounded to 45.

The reader who is interested in the analyses of scores only on the items on the CLEP Subject Examination in American Government is referred to Appendix B. Tables identical in format to Tables 1-4 in the text are used to present the results of the analyses of the CLEP examination. If only the CLEP examination items were used to award credit by examination in Government 310L, the MEC staff would have recommended a decision score of 41 for credit with a letter grade of C, a decision score of 46 for credit with a letter grade of B, and a decision score of 50 for credit with a letter grade of A. Again, these scores were based on the first guideline, with the minimally satisfactory grades of C-, B-, A- being defined at the lowest level of the score intervals: 5.5, 8.5, and 11.5, respectively.

APPENDIX

APPENDIX A

Credit by Examination for Government 310L
Fall Semester 1979 through Spring Semester 1980

Test Description and Sample Questions
CLEP Subject Examination in American Government
U.T. Austin Texas Government Items

The University of Texas at Austin
Measurement and Evaluation Center
Box 7246, Austin, TX 78712
(512) 471-3032

CREDIT BY EXAMINATION FOR GOVERNMENT 310L

Fall Semester 1979 through Spring Semester 1980

U.T. Austin provides you with the opportunity to earn course credit by examination. Such credit will satisfy degree requirements in the same way as credit earned by passing a course, except that it will not count as credit earned in residence. Although you may take tests before you enroll in U.T. Austin, you must be a currently or previously enrolled student to receive credit. Unsuccessful attempts to earn credit by examination will not become part of your official academic record.

Faculty members in the Department of Government select the test, set the level of performance required to earn credit, and specify who is eligible to take the test. The Measurement and Evaluation Center (MEC) assists the department by communicating policies, giving the test, and reporting the credit.

CLEP SUBJECT EXAMINATION AUGUMENTED BY U.T. AUSTIN TEST ITEMS SERVES AS BASIS FOR CREDIT

To earn credit by examination for Government 310L, you must take both the CLEP Subject Examination in American Government and the U.T. Austin test items on Texas government. (The optional essay section of the CLEP Examination is not used by U.T. Austin.)

ELIGIBILITY FOR CREDIT BY EXAMINATION IN GOVERNMENT

To be eligible for credit, your performance on both the CLEP American Government and the U.T. Austin Texas government test-items must be satisfactory, and you must not already have a passing or failing grade in GOV 310L or an equivalent course. In order to claim credit for which you are eligible, you must be a currently or previously enrolled student. Credit for GOV 310L can be earned with a grade of *A, B, or C.*

REPEATING THE EXAMINATION

Neither the CLEP Subject Examination in American Government nor the U.T. Austin test items on Texas government may be repeated within six months.

EXAMINATION FEE

The College Board fee for one CLEP Examination is $20.00 (subject to change). There is no additional fee for the Texas government test-items.

Students with a significant degree of documented financial need are eligible for waiver of a reasonable number of test fees (contact Office of Student Financial Aid). In order to receive testing-room assignments, students must present fee waivers at the place where fees are paid.

CREDIT BY EXAMINATION IN GOV 310L CAN FULFILL PART OF TEXAS' LEGISLATIVE REQUIREMENT

At present, the Texas legislative requirement specifies that no student may receive an undergraduate degree from a public institution in Texas until he/she has taken and passed six semester hours of American Government, only three of which can be satisfied by examination.

TWO TYPES OF CLEP GOVERNMENT TEST ADMINISTRATIONS

You may take the test in either (a) a U.T. Austin special administration or (b) a CLEP "Open Center" administration.

U.T. AUSTIN SPECIAL ADMINISTRATIONS

These administrations are open only to persons who are enrolled, have been enrolled, or plan to enroll in U.T. Austin. The fee is collected by U.T. Austin at a specified time and place, usually on the day of the test administration, and may be paid by cash, check, or money order made out to U.T. Austin. (No other advance registration is required.) Test results are available within three days after the test is taken; the specific time and place are announced at the test administration.

At the U.T. Austin special administrations of the CLEP American Government Examination, the U.T. Austin test-items on Texas government are also administered.

These special administrations are held several days before registration for the first summer term, during each Summer Orientation Session, and several days before registration for the fall and spring semesters. The test is also offered about the middle of the fall and spring semesters, before preregistration for the following semester. Information on the times of the test, as well as the times and places of fee payment, can be obtained from the Measurement and Evaluation Center no later than one month before each testing period. Dates for the upcoming period are given on page 3.

Test-result reports from U.T. Austin special administrations, will indicate whether or not you earned credit, and, if so, the course grade, *A, B, or C,* to which you are entitled.

CLEP "OPEN CENTER" ADMINISTRATIONS

These administrations, open to anyone who wishes to take CLEP Examinations, are scheduled during the third week of each month at CLEP Test Centers throughout the United States. They require advance registration.

U.T. Austin serves as a CLEP Test Center. The Measurement and Evaluation Center (MEC) handles registration and administers the examinations; the answer sheets are scored in Princeton, N.J. To register for an examination in the CLEP Test Center on the U.T. Austin campus, you should complete the form in the CLEP Registration Guide. Then, by one of the deadline dates listed below, submit the form to MEC, along with a check or money order made out to College-Level Examination Program. (Cash will not be accepted.)

On the registration form, you will need to give a code number for both the test center and your score recipient. U.T. Austin's code number for both purposes is 6882.

Should you wish to take an examination in another CLEP Test Center, or have your score reported somewhere other than to U.T. Austin, you will need Test Centers and Other Participating Institutions, a list of test centers and score recipients, with their code numbers. Other test centers may have registration deadline dates and test dates which differ slightly from those of U.T. Austin.

Both the Registration Guide and the list of test centers are available from the MEC, or from College Board, Publication Orders, Box 2815, Princeton, N.J. 08541.

After registering to take the test, you will receive by mail your CLEP Test Center Admission Form, showing the date, time, and test-center location. At the test center, you must present your Admission Form and personal identification which includes a photograph. Also, take several sharpened No. 2 pencils.

The time required for administration of a CLEP Subject Examination – from report-time to dismissal – is slightly over 2 hours. No one may leave until everyone is dismissed.

Test score reports are mailed from Princeton, N.J., usually about 4 to 5 weeks after the test date. At the time your score report is mailed to you, a copy of your score report is also mailed to the institution you designate as the score recipient.

The score report from the CLEP administration will give only your score on the CLEP American Government Examination. You must arrange to take the U.T. Austin Texas government test-items before your eligibility for GOV 310L credit can be determined. This short, untimed section can be taken only on the U.T. Austin campus. You may make an appointment to take the Texas government items by calling the Measurement and Evaluation Center, 471-3032.

TEST DESCRIPTIONS AND SAMPLE QUESTIONS

I. CLEP SUBJECT EXAMINATION IN AMERICAN GOVERNMENT

Suggested Reading: The examination is not based on a particular textbook. Any good, up-to-date book that covers the material listed in the test description should be helpful in preparing for the examination.

DESCRIPTION OF CONTENT

The Subject Examination in American Government is designed to measure the knowledge and skills of candidates whose academic training approximates that of students who have taken a one-semester college-level introductory course in American government and politics. Since the preparation of candidates will vary considerably, the committee of examiners has tried to develop an examination that in scope and emphasis reflects what is most commonly being taught in introductory American government courses that emphasize the national government.

The division of subject matter on the examination is as follows:

1. *Institutions and Policy Processes: Presidency, Executive Branch, and Congress*—While candidates are not expected to be familiar with organizational details, they are expected to understand the major formal and informal institutional arrangements and powers. Although no information about specific policy areas is presupposed, particular attention is paid to policy processes and outputs. Relationships among these institutions and linkages between them and political parties, interest groups, the media, and public opinion are also covered. Approximately 30 percent of the examination is devoted to these topics.
2. *Federal Courts and Civil Liberties*—Knowledge of the structure and processes of the judicial system is expected, with emphasis on the role and influence of the Supreme Court. Candidates should be familiar with the development of civil rights and civil liberties by judicial interpretation. Broad areas included are First Amendment freedoms, the rights of the accused, and the meaning of equality. Approximately 15 percent of the examination is devoted to these topics.
3. *Political Parties and Pressure Groups*—This section will be devoted to the mechanisms which facilitate the communication of common interests and preferences by like-minded citizens: political parties, pressure groups, and elections. It will assume some knowledge of the historical development of parties, their organization and functions, the electoral process, the variety of activities typically undertaken by interest groups, and the effects of these institutions on the political process. Approximately 20 percent of the examination is devoted to these topics.
4. *Political Beliefs and Behavior*—Candidates should be familiar with the processes by which citizens learn about politics, the ways in which citizens vote and otherwise participate in political life, public opinion, and the beliefs that citizens hold about their government and its leaders. Candidates should also be familiar with the variety of factors which predispose citizens to differ from one another in terms of their political perceptions, values, attitudes, and activities. Cognizance should be taken of the relationships between the general public and its political leaders. Approximately 25 percent of the examination is devoted to these topics.
5. *Constitutional Underpinnings of American Democracy*—Candidates should be familiar with the development of such concepts as federalism, separation of powers, majority rule, and minority rights, and with the considerations that influenced the formulation and adoption of the Constitution. Approximately 10 percent of the examination is devoted to these topics.

The knowledge and skills that are tested by the examination are as follows:

1. *Knowledge of Discrete Facts about American Government and Politics*—Approximately 35 percent of the examination is devoted to this type of knowledge.
2. *Recognition of Typical Patterns of Political Processes and Behavior, Including the Components of the Behavioral Situation of a Political Actor, the Principles Used to Explain or Justify Various Governmental Structures and Procedures, and the Political Consequences of Various Governmental Structures and Procedures*—Approximately 55 percent of the examination is devoted to these skills.
3. *Understanding of and Working with Simple Data That Are Relevant to American Government and Politics*—Approximately 10 percent of the examination is devoted to these skills.

The examination consists of two 45-minute sections, each containing 50 multiple-choice questions. Although there is wide variation in the difficulty of the 100 questions, most are intended to be of only moderate difficulty. Since the examination is designed to be fair to people who have been prepared in different ways or have taken courses at different colleges, it is not expected that everyone taking the examination will be able to answer every question.

SAMPLE QUESTIONS

Directions: **Each question or incomplete statement is followed by five suggested answers. Select the one which best answers the question or completes the statement.**

1. **Usually, the first political figure perceived by young children is the**

   (A) President of the United States
   (B) United States representative from the child's congressional district
   (C) governor of the state
   (D) city councilman from the child's district
   (E) mayor of the city

2. **A member of the House of Representatives who was *not* worried about reelection but wanted to increase his or her power and influence in Congress would be best advised to seek appointment to which of the following committees?**

   (A) Agriculture and Foreign Affairs
   (B) Rules and Ways and Means
   (C) Judiciary and Veterans Affairs
   (D) Armed Services and Appropriations
   (E) Banking and Currency and Education and Labor

3. **Which of the following statements about *Brown* v. *Board of Education of Topeka* is correct?**

   (A) It declared Bible reading in the public schools unconstitutional.
   (B) It established the principle of one-man, one-vote.
   (C) It required that citizens about to be arrested be read a statement concerning their right to keep silent.
   (D) It declared segregation of the races in the public schools unconstitutional.
   (E) It declared segregation of the races in places of public accommodation unconstitutional.

4. **Presidents often have difficulty getting their legislative programs passed because of**

   (A) the disparities between national and local Republicans and Democrats
   (B) the conflicts between conservative and liberal wings within each party's congressional delegation
   (C) the differences between House and Senate members of each party
   (D) the bipartisan nature of congressional committees
   (E) uncertain guidelines from the Supreme Court

5. **High levels of political participation have been found to be positively associated with which of the following?**

   I. A high level of interest in politics
   II. A belief in personal effectiveness
   III. A strong sense of civic duty

   (A) III only (B) I and II only (C) I and III only (D) II and III only (E) I, II, and III

6. **The passage of broad legislation that leaves specific rule making to the executive branch is referred to as**

   (A) shared powers (B) delegated legislation (C) checks and balances (D) executive agreement (E) regulatory powers

7. **In the United States, the two-party system has had all of the following effects EXCEPT**

   (A) lessening class and regional loyalties
   (B) promoting majority rule
   (C) increasing the need for run-off elections
   (D) fostering bargaining and compromise prior to general elections
   (E) helping voters to organize and interpret political information

8. **An explanation of group participation in American politics has its philosophical source in**

   (A) the split between North and South in 1861
   (B) John Calhoun's *A Disquisition on Government*
   (C) *The Federalist* papers
   (D) the Declaration of Independence
   (E) John Locke's *The Second Treatise of Government*

9. **The Constitution gives the Supreme Court**

   (A) much original jurisdiction and little appellate jurisdiction
   (B) much original jurisdiction and no appellate jurisdiction
   (C) little original jurisdiction and much appellate jurisdiction
   (D) no original jurisdiction and much appellate jurisdiction
   (E) no original jurisdiction and little appellate jurisdiction

II. U.T. AUSTIN TEXAS GOVERNMENT ITEMS

SUGGESTED READING:
Although the items are not based on a specific textbook, anyone of the following books should be helpful in preparing for the examination:

The Government and Politics of Texas
McCleskey, Dickens, and Butcher,
Little, Brown & Co., 1975;
Understanding Texas Politics
Kraemer, Crain, and Maxwell,
West Publishing Co., St. Paul, 1975;
Texas Government, 7th Edition
MacCorkle, Smith and May,
McGraw-Hill Book Co., New York;
Texas Government Today: Structures, Functions, Political Processes
Pettus and Bland,
The Dorsey Press, 1976.

Similar books by Benton and by Anderson should also be helpful.

DESCRIPTION OF CONTENT
These twenty multiple-choice questions cover the politics and government of the state of Texas. The questions are very similar to the questions in the CLEP Examination. The subject matter of these items is devoted exclusively to Texas politics and government, and includes questions on the following:

State government organization and powers -- 40%
Political parties and elections -- 10%
Social-economic environment -- 10%
Constitution and local government -- 20%
Policies, including state finance -- 20%

Like the CLEP Subject Examination in American Government, the U.T. Austin Texas government items may be taken only once within six months.

SAMPLE QUESTIONS
1. Which of the following constitutional powers enables the Texas governor to exercise the most control over Texas government?

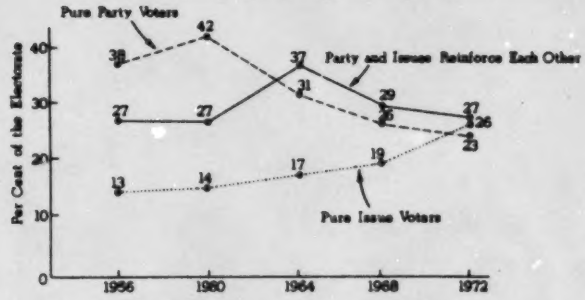
(a) The power to appoint top constitutional officers.
(b) The power to prepare the budget.
(c) The power to dismiss executive officials.
(d) The power to veto legislation.

2. Appointment to committees in the Texas House of Representatives is primarily determined by

(a) party membership.
(b) the wishes of the majority party caucus.
(c) the wishes of the Speaker.
(d) election by the membership of the House.

ANSWER KEY TO SAMPLE QUESTIONS
1. D 2. C

ISSUE VOTING, PARTY VOTING, ISSUE AND PARTY VOTING, 1956–1972



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10. According to the information in the chart above, which of the following statements are true?

I. Pure issue voters became continuously more numerous in the electorate between 1956 and 1972.
II. Pure party voters became continuously less numerous in the electorate between 1956 and 1972.
III. The net change in the proportion of the electorate for which party and issues reinforce each other was zero between 1956 and 1972.
IV. In 1956, there were about twice as many people in the electorate for whom party and issues reinforced each other as there were pure issue voters, and about three times as many pure party voters.

(A) I and II only (B) III and IV only (C) I, II, and III only (D) I, III, and IV only (E) I, II, III, and IV

11. At the Constitutional Convention of 1787, debates centered on all of the following matters EXCEPT the

(A) equitable representation of large and small states
(B) amount of representation for the slave states
(C) deadline for ending the foreign slave trade
(D) national government's control over interstate commerce
(E) granting of universal white male suffrage

12. The direct popular election of the President would be most likely to

(A) increase the influence of the national party organizations
(B) decrease the power of key urban minority groups
(C) reduce the cost of running for election
(D) increase the influence of congressional campaign committees
(E) minimize the influence of organized labor

13. The creation of the Executive Office of the President (EOP) in 1939 and the accompanying executive order to move the Bureau of the Budget from the Treasury Department to the new EOP are considered to be important events in the process known as the institutionalization of the presidency. Which of the following would also be considered an example of this process?

(A) Creation of the National Security Council
(B) Creation of the Securities and Exchange Commission
(C) Impoundment by the President of funds appropriated by Congress
(D) Invocation of the principle of executive privilege in denying information to Congress
(E) Use of executive agreements rather than congressionally-ratified treaties in the conduct of foreign policy

14. Under which of the following conditions are pressure groups most likely to influence policymaking?

(A) When a problem has been dramatized by television network news
(B) When the President has made a major address on the subject
(C) When the parties in Congress have taken alternative positions on the issue
(D) When presidential candidates have been disagreeing with one another on the subject
(E) When the issue is a highly technical one requiring very detailed legislation

15. The most likely and often the most powerful policy coalition of interests would include a federal agency plus which of the following?

(A) Other related agencies in the bureaucracy and a congressional committee chairperson
(B) Congress and the President
(C) A clientele interest group and the President
(D) A clientele interest group and a congressional subcommittee
(E) A clientele interest group and the majority party

ANSWER KEY TO SAMPLE QUESTIONS
(American Government)

1. A	4. B	7. C	10. D	13. A
2. B	5. E	8. C	11. E	14. E
3. D	6. B	9. C	12. B	15. D

UPCOMING U.T. AUSTIN SPECIAL ADMINISTRATIONS
of the CLEP Subject Examination in American Government plus the U.T. Austin Texas Government Items

Test Date	*Fee Payment Times	Place of Fee Payment
Wednesday, May 28, 1980 2:00 p.m. – 4:15 p.m.	Wednesday, May 28, 1980 7:30 a.m. – 9:00 a.m. 11:30 a.m. – 2:00 p.m.	Ticket Office at Jester Auditorium

The next special administrations of the CLEP Subject Examination in American Government, including the Texas Government test-items, will take place in June, July, and August. A testing schedule will be available by May 15.

Admission to a U.T. Special Administration
At the time you pay your test fee, you will be assigned to a testing room, which will not be in the same building. You should allow plenty of time to locate your testing room after fee payment.

At a U.T. Austin Special Administration, you will be expected to present identification that includes both a signature and a recognizable photograph of yourself. You should take several sharpened No 2 pencils to the test.

The time required for administration of the test – from report-time to the time most people finish the test – is about 2 hours and 15 minutes. No one may leave until everyone has finished the CLEP Examination. The Texas government items, given last, are not timed.

CLEP "OPEN CENTER" ADMINISTRATIONS
of Subject Examinations at U.T. Austin

Test Date	Deadline for Receipt of Registration Form by Meas. & Eval. Center	Score Will Be Mailed from Princeton, N.J.
January 17, 1980	December 19, 1979	February 20, 1980
February 14, 1980	January 23, 1980	March 19, 1980
March 13, 1980	February 20, 1980	April 16, 1980
April 17, 1980	March 26, 1980	May 21, 1980
May 15, 1980	April 23, 1980	June 30, 1980
June 19, 1980	May 28, 1980	July 31, 1980
July 17, 1980	June 25, 1980	August 20, 1980
August 14, 1980	July 23, 1980	September 17, 1980

CLAIMING CREDIT: PETITION FORM

No credit will be reported to the Registrar until — and unless — you complete and return a petition form to the Measurement and Evaluation Center

If you are eligible to claim U.T. Austin credit by examination, you must decide (a) whether or not, (b) how, and (c) when to accept the credit.

Whether or Not to Accept Credit:

If you wish not to accept credit, you need to do nothing.
If you wish to accept credit, you must follow the procedure outlined below.

How to Accept Credit:

Obtain a petition form from either the Measurement and Evaluation Center (MEC) or the General Information and Referral Service Desk (ground floor of the Main Building).

Using the petition form, instruct the MEC to report your credit in one of two ways, either of which will count toward fulfillment of degree requirements.

1. Semester hours of course credit with grade. The credit, letter grade and equivalent grade points will become a part of your official academic record.
2. Semester hours of course credit without grade. The credit will become a part of your official academic record without letter grade or grade points. If credit with a letter grade will apply toward fulfillment of your degree requirements, then that same credit with the symbol CR will also apply. Credit without a grade will not affect the number of hours for which you may register on a pass-fail basis. (Note: Students in the College of Communication must accept letter grades in courses in their major.)

When to Accept Credit:

Completed petition forms should reach the MEC at least one month before the end of classes in order for the credit to appear on that semester's grade report. If you have not yet attended classes at U.T. Austin, please wait until after your first day of classes to submit your petition form.

If you petition during the first week of classes, your credit will be on your official record by the mid-semester preregistration period for the following semester.

APPENDIX B

Tables A-D: Results of Study of CLEP Subject Examination in American Government (Only) Spring 1980

Table A

Relationship Between CLEP Scores and Preliminary Course Grades in Government 310L: Frequency Distributions, Descriptive Statistics, and Expected CLEP Scores Spring 1980

	Preliminary Grades in Government 310L (0-14)															
CLEP Score	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total
66-80												2	1			3
65																
64																
63																
62													1			1
61													1			1
60										1	1	1				3
59										1	1	1	1			4
58										1	1		2			4
57									1	1	2	1	1	4		10
56		1								2		1				6
55										1	3	4	2			10
54								1			2	4	1			8
53								1		1	1	1		1		5
52							1	1		3	3	2	2			12
51							1		1	2	3	2		2		11
50							2	2	1	2	3	2	6			18
49							1		3	4	3	1				12
48								3	2	3	3	2	4	1		18
47							1		3	3	3	2	2			14
46		1	1	2		1		2	4	4	1	1	1			18
45					1			1	1	1	2		1			7
44				1	1		1	3	3	3	1	1	2			16
43		1			1		2	3	3	3	2	1				16
42								2	1	1	2	1	1			8
41						1			2	2	3					8
40					1				1	3	1		1			7
39					1	1	1	1	2	3	1					10
38						1	2	6	4		1	2	1			17
37							1	1	1	2	1					6
36					1			1	1	2	1					6
35				1	1		2	1		1						6
34									2							2
33							1	1	1	2						5
32		1				1		1	1	1						5
31							1									1
30	1	1						1								3
20-29		1				1				1						3
Total	1	6	1	4	7	6	17	32	38	54	45	32	33	8	--	284
%		3%			6%			31%			46%			14%		100%
Mean Score	30	39	46	43	40	38	42	42	43	45	48	52	51	54	--	46
Standard Deviation	0	10	0	5	4	6	7	6	6	7	6	7	6	3	--	8
Expected Score	33	35	36	38	39	41	42	43	45	46	48	49	51	52	54	

41.2(41) 45.6(46) 50.1(50)

Mean Grade	Standard Deviation
8.79	2.54

Correlation Coefficient

r = .50

Expected Score =

$$\left(\text{Prelim. Grade} \times 1.4815\right) + (33.0467)$$

Table B

Relationship Between CLEP Scores and Preliminary Course Grades in Government 310L: Combined Frequency Distributions and Expected Preliminary Course Grades Spring 1980

CLEP Scores	Expected Grade	Preliminary Grades (0-14) Unsatisf. D-F	Satisf. A-C	Total
66-80	12.10-14.0		3	3
65	11.94			
64	11.77			
63	11.61			
62	11.44		1	1
61	11.27		1	1
60	11.11		3	1
59	10.94		4	3
58	10.77		4	4
57	10.61		10	10
56	10.44	1	5	6
55	10.27		10	10
54	10.11		8	8
43	9.94		5	5
52	9.78		12	12
51	9.61		11	11
50	9.44		18	18
49	9.28		12	12
48	9.11		18	18
47	8.94		14	14
46	8.78	5	13	18
45	8.61	1	6	7
44	8.44	2	14	16
43	8.28	2	14	16
42	8.11		8	8
41	7.95	1	7	8
40	7.78	1	6	7
39	7.61	2	8	10
38	7.45	1	16	17
37	7.28		6	6
36	7.11	1	5	6
35	6.95	2	4	6
34	6.78		2	2
33	6.61		5	5
32	6.45	2	3	5
31	6.28		1	1
30	6.12	2	1	3
20-20	4.45-5.95	2	1	3
Total	--	25	259	284
%	--	9 %	91 %	100%
Mean Score	--	40	47	46
Standard Deviation	--	7	7	8

Expected Grade = (Test Score × .1664) + (1.1249)

Mean Grade	Standard Deviation
8.79	2.54

Correlation Coefficient

r = .50

Table C

Relationship Between CLEP Scores and Preliminary Course Grades in Government 310L: Possible Decision Scores and Corresponding Accuracies of Placement Spring 1980 (N = 284)

	Cumulative Numbers of Students				Percent of Students in Each Placement Category				Overall Accuracy of Placement		
CLEP Score	Unsatisfactory D-F (N=25)		Satisfactory A-C (N=259)		Unsatisfactory D-F		Satisfactory A-C		Accuracy Category	No. of Students	% of Students
45 - up	Too High	7	158	OK	Too High	28 %	61 %	OK	Too High	7	2 %
									Correct	175	62 %
Below 45	OK	18	101	Too Low	OK	72 %	39 %	Too Low	Too Low	101	36 %
44 - up	Too High	9	172	OK	Too High	36 %	66 %	OK	Too High	9	3 %
									Correct	188	66 %
Below 44	OK	16	87	Too Low	OK	64 %	34 %	Too Low	Too Low	87	31 %
43 - up	Too High	11	186	OK	Too High	44 %	72 %	OK	Too High	11	4 %
									Correct	200	70 %
Below 43	OK	14	73	Too Low	OK	56 %	28 %	Too Low	Too Low	73	26 %
42 - up	Too High	11	194	OK	Too High	44 %	75 %	OK	Too High	11	4 %
									Correct	208	73 %
Below 42	OK	14	65	Too Low	OK	56 %	25 %	Too Low	Too Low	65	23 %
41 - up	Too High	12	201	OK	Too High	48 %	78 %	OK	Too High	12	4 %
									Correct	214	75 %
Below 41	OK	13	58	Too Low	OK	52 %	22 %	Too Low	Too Low	58	20 %
↓											
36 - up	Too High	17	242	OK	Too High	68 %	93 %	OK	Too High	17	6 %
									Correct	250	88 %
Below 36	OK	8	17	Too Low	OK	32 %	7 %	Too Low	Too Low	17	6 %
↓											
31 -up	Too High	21	257	OK	Too High	84 %	99 %	OK	Too High	21	7 %
									Correct	261	92 %
Below 31	OK	4	2	Too Low	OK	16 %	1 %	Too Low	Too Low	2	1 %
30 - up	Too High	23	258	OK	Too High	92 %	100 %	OK	Too High	23	8 %
									Correct	260	92 %
Below 30	OK	2	1	Too Low	OK	8 %	0 %	Too Low	Too Low	1	0 %

Table D

Relationship Between CLEP Scores and Preliminary Course Grades in Government 310L: Scores Suggested by Six Guidelines for Selecting Decision Scores Validity Study of Spring 1980 (0-14 Scale) (N = 284)

Guideline	CLEP Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of C-. [See Expected Score row at bottom of Table A.]	42 [a]
2. Score for which expected grade was just minimally satisfactory--i.e., C-. [See Expected Grade column in Table B.]	30
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. [See % Too High and % Too Low values in middle columns of Table C.]	44
4. Score for which overall percents of errors were most nearly equal. [See % Too High and % Too Low values in last column of Table C.]	36
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. [See Table B for number of students in Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.]	36
6. Score that would have maximized overall accuracy of placement. [See number Correct in next-to-last column of Table C.]	31

[a] Expected CLEP Score for C- at 6.0. At lowest possible level of score interval (5.5), the Expected CLEP Score = 41.2 rounded to 41.

APPENDIX C

Table E:

Course Placement and Credit by Examination in American and Texas Government at U.T. Austin, Fall 1969 Through Fall 1980: Summary of Policies and Partial Results

Table E

Course Placement and Credit by Examination in American and Texas Government at U.T. Austin Fall 1969 Through Fall 1980: Summary of Policies and Partial Results

Semester(s) and Year(s)	Test(s)	Courses	Semester Hours of Credit Eligibility	Decision Scores and Letter Grades	Eligibility Requirements (Academic Only)	Credit by Examination Success Rate
Fall 1969	CLEP: Test administered as final exam in validity study	GOV 610A GOV 610B	-- --	-- --	Enrollment in GOV 610A or 610B	--
Spring 1970	CLEP: Decision scores and eligibility requirements chosen	GOV 610A GOV 610B	GOV 610A: 3 GOV 510A and GOV 610B	GOV 610A: 40 = C 44 = B 48 = A GOV 610A and GOV 610B: 44 = C 48 = B 52 = A	Candidate for credit eligibility could be enrolled in GOV 610A or GOV 610B but could not have passing or failing grades for both courses	--
Summer and Fall 1970	CLEP	GOV 610A GOV 610B	GOV 610A: 3 GOV 610A and GOV 610B: 6	GOV 610A: 40 = C 44 = B 48 = A GOV 610B: 44 = C 48 = B 52 = A	Candidate for credit eligibility could be enrolled in GOV 610A or GOV 610B but could not have passing or failing grades for both courses	74%

(Continued)

Table E

Course Placement and Credit by Examination in American and Texas Government at U.T. Austin Fall 1969 Through Fall 1980: Summary of Policies and Partial Results (Continued)

Semester(s) and Year(s)	Test(s)	Courses	Semester Hours of Credit Eligibility	Decision Scores and Letter Grades	Eligibility Requirements (Academic Only)	Credit by Examination Success Rate
Spring 1971 Through Fall 1971	CLEP	GOV 610A GOV 610B	GOV 610A: 3 GOV 610A and GOV 610B: 6	Without Prior Credit GOV 610A: 45 = C 50 = B 54 = A GOV 610B: 50 = C 54 = B 58 = A With Prior Credit GOV 610B 55 = C 58 = B 60 = A	Candidate for credit eligibility could not be enrolled in either GOV 610A or GOV 610B or their equivalents and could not have passing or failing grades for both GOV 610A and GOV 610B or equivalents.	Spring: 60% Summer and Fall: 41% Period Total: 45%
Spring 1972	CLEP	GOV 610A or GOV 310L	GOV 610A: 3 or GOV 310L: 3	GOV 610A 45 = C or 50 = B GOV 310L 54 = A	Candidate for credit eligibility could not be enrolled in any lower division American Government course and could not have passing or failing grade in any lower division American Government course	61%
Summer 1972 through Spring 1973	CLEP and U.T. Austin Placement Test in Texas Government *	GOV 610A or GOV 310L	GOV 610A: 3 or GOV 310L: 3	GOV 610A 45 = C or 50 = B GOV 310L 54 = A	Candidate for credit eligibility could not be enrolled in any lower division American Government course and could not have passing or failing grade in any lower division American Government course	69%

Table E

Course Placement and Credit by Examination in American and Texas Government at U.T. Austin Fall 1969 Through Fall 1980: Summary of Policies and Partial Results (Continued)

Semester(s) and Year(s)	Test(s)	Courses	Semester Hours of Credit Eligibility	Decision Scores and Letter Grades	Eligibility Requirements (Academic Only)	Credit by Examination Success Rate
Summer 1973 through Spring 1974	CLEP and U.T. Austin Placement Test in Texas Government	GOV 610A or GOV 610B or GOV 310L or GOV 312L	GOV 610A: 3 or GOV 610B: 3 or GOV 310L: 3 or GOV 312L: 3	Without Prior Credit GOV 610A 45 = C or 50 = B GOV 310L 54 = A With Prior Credit GOV 610B 55 = C or 58 = B GOV 312L 60 = A	Candidates for credit eligibility could not be enrolled in course for which they were attempting credit and could not have passing/failing grades for both 610A and B or 310L (or 311) and GOV 312L, or their eqivalents	56%
Summer 1974 through Spring 1979	CLEP and U.T. Austin Placement Test in Texas Government	GOV 310L	GOV 310L: 3	GOV 310L: 45 = C 50 = B 54 = A	Candidate for credit eligibility could not be enrolled in GOV 310L and could have neither passing/failing grade in GOV 310L or its equivalent.	1974-1975 58% 1975-1976 60% 1976-1977 59% 1977-1978 56% 1978-1979 53%
Summer 1979	None	None	None	None	None	None
Fall 1979 and Spring 1980	CLEP and U.T. Austin Placement Test in Texas Government Spring 1980: Validity Study in progress	GOV 310L	GOV 310L: 3	GOV 310L: 45 = C 50 = B 54 = A	Candidate for credit eligibility could not be enrolled in GOV 310L and could have neither passing/failing grade in GOV 310L or its equivalent.	78%
Summer and Fall 1980	CLEP and U.T. Austin Placement Test in Texas Government	GOV 310L	GOV 310L: 3	GOV 310L: 45 = C 50 = B 55 = A	Candidate for credit eligibility could not be enrolled in GOV 310L and could have neither passing/failing grade in GOV 310L or its equivalent.	58%